

1.0 Graduate Credit - ONLINE

ED 589: Assessment that Drives Instructional Decision-Making, Grades K-12

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Course Credit: 1.0 graduate credits

Dates & Times: Online: This 15-hour online, asynchronous course, divided into 10 modules. The student must spend a minimum of 1.5 to 2 hours per week over 10 weeks to complete this course.

COURSE DESCRIPTION:

Using assessment criteria to drive instruction requires the use of reliable data. Teachers that are actively and systematically use this data can understand student performance and thus leverage it best for effective progress monitoring. Participants will be introduced to multiple assessments that include feedback models and other formative methods that feed instructional decisions. Participants will learn to find and use this data effectively to make informed instructional decisions with.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

- Determine and apply evaluating and monitoring work against assessment criteria.
- Plan with, and practice using, assessment criteria aligned with performance standards.
- Employ assessment and performance standards to reflect and improve upon practices.
- Utilize effective strategies to communicate learning and instructional goals to students, while demonstrating flexibility and responsiveness to student needs.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Text:

- Bambrick-Santoyo, P. (2010). *Driven By Data: A Practical Guide to Improve Instruction*. San Francisco, CA: Jossey-Bass.
- Chappuis, Jan, Stiggins, R. Chappuis, S., Arter, J. (2012). *Classroom Assessment for Student Learning: Doing It Right—Using It Well*.
- Scherff, L. and Rush, L. S. Opening the Conversation: The Common Core and Effective Literacy. *English Education*, V45 N2. January 20, 2013.

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Recommended Text:

- Halverson, R., Grigg, J., Prichett, R., Thomas, C. (2005). *The New Instructional Leadership: Creating [Data-Driven Instructional Systems](#) in Schools*. NCPEA.
- Hoover, J. J., & Love, E. (2011). Supporting School-Based Response to Intervention: A Practitioner's Model, *Teaching Exceptional Children*, 43(3), 40-48.
- Olson, C. B. (2011). *The reading/writing connection: Strategies for teaching and learning in the secondary classroom* (3rd ed.). Boston, MA: Pearson.
- Reeves, D. (2003). *High Performance in High Poverty Schools: 90/90/90 and Beyond*. Center for Performance Assessment.
- Unrau, N. (2008). *Content Area Reading and Writing: Fostering Literacies in Middle and High School Cultures*. Upper Saddle River, NJ: Pearson Education, Inc.

COURSE REQUIREMENTS:

Students will have 10 weeks to complete each course, after which time they will be un-enrolled. If you need an extension, please email the instructor. Complete one module at a time. This is a 15-hour course. Each module will take approximately 1.5 to 2 hours to complete, give or take with some less and some more, to constitute 15 full instructional hours. The system will auto-check the course components when the requirements have been met. Requirements include reading lectures, viewing video, and responding to discussion prompts or scenario prompts. Keep in mind that:

- Some course elements are optional such as grade-band video and resources, in which case you can toggle over the check box and self-check to keep a record of your progress.
- Certificates of Completion will be made available in the final module once all assignments are submitted, participation and hours requirements met.

In order to receive a Passing grade, the participant must complete the following course requirements:

- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.
- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)
- Certificates will not be printable until all of the above conditions have been met, with a passing grade issued by the instructor.

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

Discussion Forums, Scenario Responses	30%
lessons and/or activities	20%
Lesson and/or unit Plans	50%

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Grade Scale:

Grading will be Pass/Fail: A minimum score of 80% will be required to pass.